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ABSTRACT

Geared to student journalists and their advisors, this handbook demonstrates how different journalism techniques can be used to cover developing nations issues locally. News briefs are timely, short stories that give an overview or summary of a news topic. A news event is similar to a news brief in that the event being covered must be current and the coverage should be thorough in as short a story as possible. A profile is a description of a program, group, or business. This type of story does not need to be timely. A personality portrait uses a person as a window on societies and living conditions. An in-depth story is one that requires a news hook and coverage of all sides of an issue. The explanations of how to write these types of stories are accompanied by sample stories, that illustrate the important points. Instructions are given for setting up an issues forum and for interviewing. A resource list is included of 81 international organizations that may be contacted for information on such topics as children in difficult circumstances, child survival and world health, the environment, population, foreign aid and trade, hunger and poverty, women in development, community-based resources and speakers, and development in general. The handbook also contains a glossary and additional model stories that fit into the news brief category. (JB)

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ED317441

Covering the Global Village:

A Handbook for the Student Press

SO 020 463

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The map reproduced on the cover is known as the Peters Projection. The work of German historian Arno Peters, this map provides a helpful corrective to the distortions of traditional maps. Traditional maps have tended to show countries incorrectly in proportion to one another, to the advantage of the European colonial powers, while the southern continents are shown far too small. The Peters map provides a more accurate view of the world by rendering all areas -- whether countries, continents or oceans -- according to their actual size.

In this complex and interdependent world in which nations now live the people of the world deserve the most accurate possible portrayal of their world. The Peters map is that map for our day.

Covering the Global Village: A Handbook for the Student Press was written, edited and designed by Chris Zombory, Youth News Service managing editor. Special thanks to Michelle Reynolds, American Youth Work Center international program officer, for contributing the section on issues forums, the list of resources and her editorial advice. Editorial assistance and advice was also provided by Craig Trygstad, Youth Communication executive director.

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Covering the Global Village:
A Handbook for the Student Press

A Youth Communication publication

Editor's note

Dear student reporter,

The term "global village" from this manual's title describes the way the world seems to be shrinking -- in part because of the worldwide reach of mass media. With the help of a television you can invite the street kids of India into your living room and compare their problems to those of street kids in U.S. cities. Residents of the global village realize that the concerns of these children who live thousands of miles apart are basically the same. They share the common bond of humanity.

In the same way, the economies, environments, health and food supplies of North America and the Third World are intertwined and affected, directly or indirectly, by the actions of each other's people -- even if they have never met.

A popular example is the global warming trend that scientists partially attribute to the destruction of tropical rain forests. Global warming may not bother you if you like hot weather. But consider the eventual effect on farming, and then on your food supply. Such a change in climate undeniably affects the conditions necessary to grow healthy crops. Furthermore, some U.S. corporations destroy the rain forests to create grazing land for cattle that end up in that cheeseburger you ate yesterday.

When you understand the link between rain forests and your dinner, you are thinking like an international issues reporter. And that's what this manual is all about -- understanding such links between distant communities and the one in which you live.

This manual explains some strategies Youth News Service reporters have found effective in recognizing the links that make the world a global village and what routes will help you effectively report those links to your audience.

This manual seeks to explain one particular topic -- international development -- by breaking the various possible approaches into five types. This will be your guide to finding, researching, reporting and writing stories of this nature.

Read the definitions and headlines, examine the model stories, consider the suggestions and contact the organizational resources listed in the appendix to start educating yourself and your audience about a topic that is bound to affect them -- whether or not they realize it.

Ultimately we hope this manual will help you be more effective reporters, and therefore better citizens and humans.

Chris

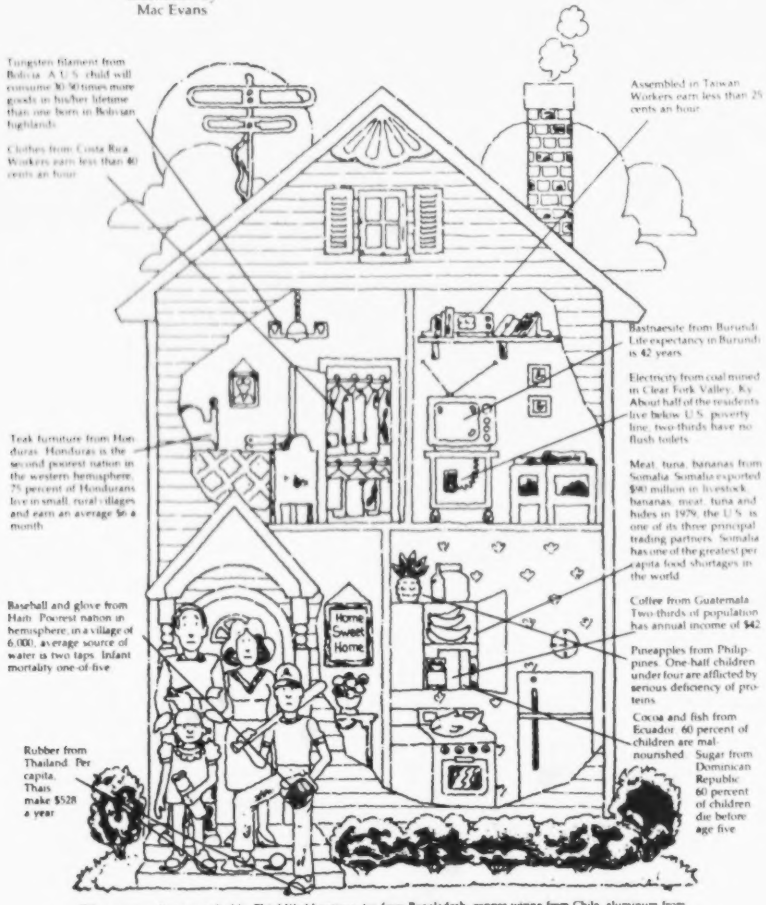
Chris Zombory
Managing Editor
Youth News Service

Before you finish eating breakfast this morning,

you've depended on more than half the world. This is the way our universe is structured.... We aren't going to have peace on earth until we recognize this basic fact of the interrelated structure of all reality.

—Martin Luther King Jr.

Illustration by Mac Evans


Tungsten filament from Bolivia. A U.S. child will consume 30-50 times more goods in his/her lifetime than one born in Bolivian highlands.
Clothes from Costa Rica. Workers earn less than 40 cents an hour.
Assembled in Taiwan. Workers earn less than 25 cents an hour.
Bastnaesite from Burundi. Life expectancy in Burundi is 42 years.
Electricity from coal mined in Clear Fork Valley, Ky. About half of the residents live below U.S. poverty line, two-thirds have no flush toilets.
Teak furniture from Honduras. Honduras is the second poorest nation in the western hemisphere. 75 percent of Hondurans live in small, rural villages and earn an average $6 a month.
Meat, tuna, bananas from Somalia. Somalia exported $90 million in livestock, bananas, meat, tuna and hides in 1979; the U.S. is one of its three principal trading partners. Somalia has one of the greatest per capita food shortages in the world.
Baseball and glove from Haiti. Poorest nation in hemisphere; in a village of 6,000, average source of water is two taps. Infant mortality one-of-five.
Home Sweet Home
Coffee from Guatemala. Two-thirds of population has annual income of $42.
Pineapples from Philippines. One-half children under four are afflicted by serious deficiency of proteins.
Cocoa and fish from Ecuador. 60 percent of children are malnourished.
Sugar from Dominican Republic. 60 percent of children die before age five.
Rubber from Thailand. Per capita, Thais make $528 a year.

Other common items supplied by Third-World nations: tea from Bangladesh, copper wiring from Chile, aluminum from Jamaica, tin from Malaysia, dog food from fishmeal from Peru, cork (for bulletin board) from Algeria, natural gas from Mexico.

Illustration reprinted with permission from Seeds

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Introduction

The critical link between North America and developing countries, those less industrialized countries located mainly below the equator, is neither well-understood nor well-reported. Yet, as the illustration on the previous page shows, we depend on these countries every day for the food we eat, the products we use and the clothes we wear.

Youth News Service (YNS) and Children's Express (CE) believe there is a need to investigate and report these connections. Over the past two years they have worked with the American Youth Work Center to uncover links to the developing world in their own communities and around the nation. They have asked: What is the situation of youth in developing countries and how do events in that part of the world relate to me in the United States?

For example, drug abuse is a topic of timeless and deep concern to many different types of people. Educators, community leaders, the media, and parents all warn of the dangers of drugs. Yet the primary illegal drug-producing countries are in the Third World. Coca used to make cocaine, for instance, is produced mainly in Latin America. Poor Latin American farmers are well aware of the market for cocaine in the United States. They know, too, that other crops will not provide them with nearly as much money as drug-related ones will. Furthermore, the income generated from drug sales helps these countries pay off their debts to richer countries that have lent them money over the years. As you can see, the drug problem is not just a local or even national one; it is a global problem that will require global solutions. In order to truly understand the persistence of the drug problem in communities across North America, it is necessary to be aware of the dynamics of the drug trade from the perspective of drug-producing countries in the developing world.

In the years to come your generation will create policies and take actions to combat the drug problem. As reporters today it is important that you uncover the links you have to the rest of the world. This is true not only for the drug trade, but for other areas such as international trade, finance, agriculture, the environment, world hunger, health and poverty.

This manual provides you with a number of techniques CE and YNS have utilized in covering international development issues. In doing their reporting, CE and YNS journalists have not had to travel to far-off lands or even leave their own communities; the information they need is all around them.

We hope as you read these models and suggestions you will begin to see how you can internationalize your own publications and put your readers in touch with the world.

Good luck!

Michelle

Michelle Reynolds
International Program Officer
American Youth Work Center

William W. Treanor

William W.Treanor
Executive Director
American Youth Work Center

Glossary

straight news - a brief, objective story that answers who, what, where, when, why and how about a certain timely or significant topic.

feature - a story that goes beyond the basic straight news approach by using literary tools, such as descriptive detail. Features are often entertaining and unusual, as well as informative.

news hook - the aspect of a story that makes it relevant to the time of publication or the audience for whom it is intended -- often the current event that makes a story "news."

angle - the perspective on which a story is based or from which a story is told. Just as there are several different angles from which a photographer can take a picture, there are several different angles from which a reporter can write a story.

anecdote - a short account of an interesting or humorous incident told by and attributed to a story's source. Anecdotes can be used to give stories a human-interest angle and to help the reader relate easily to a subject.

graf - journalist's lingo for "paragraph."

lede - the opening segment of a story, usually the first few grafs, that presents the theme of the story or summarizes the most significant information. This is the part of the story that is meant to attract a reader's attention.

developing countries - (also referred to as the *Third World)* countries that are economically characterized by a high level of poverty and a low per capita income. Basic necessities, such as clean, safe drinking water, are hard to come by. Life expectancy is lower than in more industrialized countries and more children die before age five due to disease and malnutrition. The Third World includes more than 140 countries that make up most of Africa, Latin America and Asia. About 4 billion of the earth's 5 billion people live in developing countries, with 2 billion alone found in India and China.

international development - a process of working to eliminate the various forms of poverty in developing countries -- hunger, disease, illiteracy and injustice. Organizations, governments and people who work in the field of international development seek to fulfill the basic needs of all people, without doing irreparable damage to the environment. This *sustainable development* tries to meet the basic needs of people in the present without causing a lack of resources that will hinder future generations from meeting their own basic needs.

News Briefs

News Briefs are timely, short stories that give an overview or summary of a news topic. Typical News Brief subjects include: a just-released report, an international conference or recently passed legislation. News Briefs generally come to you --- by press release or a tip from a contact you have in an organization concerned with international development.

Sample headlines

"Survey reveals young Americans to be 'lost generation,'" "Young Americans threaten economy with cultural illiteracy."

Story behind the story

The model story for this section, "Congressman seeks to ban import of products of child labor," exhibits the essential News Brief elements.

The news is the proposition of a bill to ban the import of products made by exploited children in the Third World. The first graf states the news and newsmaker -- Rep. George Miller. The second graf states the problem -- the reason for the bill. The next few grafs quote an official connected with the news and explain the problem of exploitative child labor through examples.

These grafs are necessary to give the audience background information about an unfamiliar topic. Although the reporter is probably familiar with the need for this bill, she is correct in not assuming that her audience is as informed as she.

[Never assume that your readers know as much about a topic as you do after doing research and interviews. Although the general public often has the same access to information as journalists do, few have the time to uncover facts and opinions. You are the public's eyes and ears.]

After the reporter, Fatoumata, explains the problem, she presents the solution proposed by the bill. To wrap up the story the future of the bill is presented from a knowledgeable source.

News Briefs should be kept short by following this basic form of organization: *statement* of news, *explanation* of news -- generally a conflict or problem, *conclusion* of the story through presentation of a solution, as proposed by the newsmaker.

In order to report this story, Fatoumata obtained and studied a copy of the bill and got clarifying details from the office of its sponsor. It is not uncommon for Congresspersons to be difficult to reach. Often media information is handled by an aide or official spokesperson.

Source

To set yourself up for a steady flow of News Brief ideas you must contact organizations affiliated with international development (start with the ones on the resource list on page 14) and get your name added to their press or news release list. Also, if you get to know people within such organizations as sources, they will sometimes let you know of an upcoming event.

Troubleshooting

Once you receive a press release you must decide if the news it contains is of interest to your audience. You may feel overwhelmed by the number of releases and information you receive.

Don't feel obligated to run every piece of news that crosses your desk. Choose only the ones that have real potential to touch your audience. Few teens will read more than the first paragraph of a story that doesn't affect them. Be sure to report how the issue at hand will affect the average teenager -- your audience.

With this in mind, don't count on press releases to tell the whole story or provide you with all the information for your story. Everybody who puts out press releases wants the story told her/his way -- you as a reporter must look at all sides. Press releases are only news tips. Use them as a starting point and then make your own contacts. It's OK to call the people quoted in the release and ask your own questions, but look for outside sources.

It's also important to report the view from the other side of the fence. There always is one. Don't ask your principal source what the opponents think. Ask the opponent yourself.

THE GLOBAL VILLAGE
2000AD
N.America 5
Europe 9
Russia 5
Asia 58
Latin America 10
Africa 13
If the world in the year 2000 is imagined as a global village of 100 people, then 58 of these people will be Asian, 13 will be African, 10 Latin American, 9 European, 5 North American and 5 Russian.
Reprinted with permission from UNICEF

NEWS BYTES

Congressman seeks to ban import of products of child labor

By Fatoumata Kaba

WASHINGTON (YNS) - A bill to ban the import of products made by children working under substandard conditions in Third World countries was recently introduced by Rep. George Miller, D-Calif.

The bill is aimed at "factories and sweatshop types of conditions where children work 20 hours a day," said Gary Bland, Miller's legislative aid. The bill will help protect children from such exploitation, he said.

Exploitative child labor is most common in Third World countries, Bland said. Millions of children are held in virtual servitude in some of those economies, he explained. These children work up to 70 hours per week, are separated from their families and receive no education so they can produce goods that are often exported to countries, such as the United States.

A series of articles by Cox newspapers recently reported that children are preferred workers in much of the Third World because they work faster, longer and for less money than adults. The result is that the goods these children produce for export are less expensive and thus in more demand than those made by adults, according to the Cox reporters.

The international working-age standard is between ages 14 and 15, said Bland. "The problem is that many countries have a child labor law," he said, "They just don't enforce it."

Peruvian gold objects, carved Indian brass and marble, Philippine garments and Nairobian stoves are examples of products from Third World countries that are often made by children who are under legal working age, said Bland.

The United States determines the countries in violation of child labor laws by analyzing the State Department's annual report on human rights, which details products produced in every country.

"Part of the bill," said Bland, "is to identify which countries and which products (are made by exploitative child labor.) Then the U.S. Custom Service will be in charge of seizing the illegal goods."

Miller's bill has 102 co-sponsors and has gained many supporters since it was introduced four months ago, Bland said. He said the bill is expected to become part of a trade bill next year.

\# \# \#

Fatoumata Kaba, 18, is in grade 12 at Woodrow Wilson High School in Washington, D.C. She is a Youth News Correspondent.

lede statement of news →

problem cause of bill proposal →

explanation of problem

interesting official comment that isn't common knowledge

suggested solution

details about the bill, including its future -- good wrap-up

News Event

This type of story is similar to a News Brief in that the event being covered must be current and the coverage should be thorough in as short a story as possible. "New" and "unusual" are the guidewords here. A common story that fits this category is a preview of a fund- or awareness-raising effort by a development organization.

Sample headlines

"Students work to combat world hunger," "Teenagers can get involved in World Health Day."

Story behind the story

This model story, "Balloons help students work for child survival," demonstrates an obvious and effective News Event formula. The first graf presents some significant facts to grab the reader's attention. The YNS reporter started the story with this rather than with the event itself because some readers might not find the idea of a fund-raiser compelling enough to continue reading.

The next several grafs describe what is being done to solve the problem and explain the fund-raising event from the perspective of someone involved. This section -- the body of the story -- puts the facts into focus. This is a thorough story because it not only describes the event at hand, but explains how the campaign began two years earlier. The coordinator's comments explain why students should get involved. After telling the reader what can be done, contact information is provided to give students a chance to get involved. The original story idea came from a press release. The coordinator of the event was interviewed to round out the story.

Source

Press releases and tips from sources are again the main ways you'll become aware of potential News Event stories. You should also be aware of activities or demonstrations at college campuses and major cities near your high school. Look for flyers on telephone poles, community bulletin boards, in stores and at your local library. If an organization is sponsoring a news event, it will have to publicize the event. By simply keeping your eyes and ears open, you're likely to find news events all around you.

Many of the organizations in the resource list hold events to raise awareness and funds for development issues. For example, the National Committee for World Food Day has named every Oct. 16 World Food Day. On or around that date the group sponsors a satellite teleconference that links school and community groups with national and international experts to discuss issues such as hunger and the global distribution of food.

Troubleshooting

News Briefs and News Events are both types of stories that can be reported from a desk and phone in just a couple of hours. News Events, however, have a feature angle, whereas News Briefs are basically straight news stories.

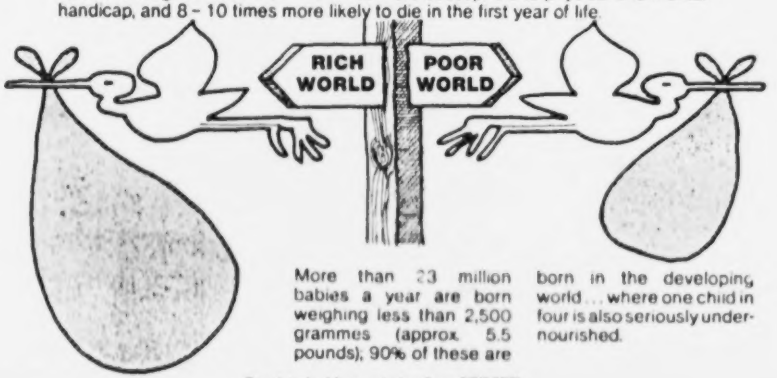
Both stories should give the reader a few key pieces of information. You may later want to adapt one of these stories into an In-depth story. News Event stories should explain, through appropriate sources, why the event is -- or should be -- important to your readers.

There are two basic ways for you to cover an event. You can report the event before it happens -- in a preview, or after it happens -- in a review. A preview is the most effective of the two types of coverage because it introduces an event to the reader and gives her/him a chance to get involved.

DISCRIMINATE DEATH

Discrimination by wealth begins even before birth. Poor, undernourished mothers are more likely to give birth to undernourished babies – and small, weak babies are more susceptible to illness and death.

Low birthweight babies are 4 – 6 times more susceptible to physical and mental handicap, and 8 – 10 times more likely to die in the first year of life.



More than 23 million babies a year are born weighing less than 2,500 grammes (approx. 5.5 pounds); 90% of these are born in the developing world . . . where one child in four is also seriously undernourished.

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CONNECTIONS: NEWS YOU CAN USE

official comment

Balloons help students work for child survival

By Melanie Schaffner

eye-catching facts

WASHINGTON, D. C. (YNS)-Three million children die from preventable childhood diseases each year. Another three million die of dehydration from diarrhea.

news hook

Students across the United States and in five other nations are fighting to prevent those deaths and to educate their communities about the effects of poverty on Third World children during Students for Child Survival Week, May 1-7.

They're fighting with an unlikely medium--balloons.

The highlight of the week is the Balloons for Child Survival event on May 6. Students from approximately 265 elementary and secondary schools in the U.S., Italy, Canada, Australia, the Soviet Union and Singapore will use balloons in a variety of ways to raise money for the poverty stricken children in developing countries and to call attention to their plight.

Students' ask for individual donations from friends and relatives, approximately two dollars per balloon, while school clubs approach businesses to sponsor large blocks of balloons. The money raised will be donated to various local and international aid agencies such as CARE, Oxfam America, Save the Children, U.S. Committee for UNICEF and The Hunger Project.

In the first event, on May 1, 1987, students launched helium-filled balloons, raising nearly $250,000 for local and international child assistance programs. Objections from environmental groups precluded a launch this year, but the event's coordinators have compiled a list of "fun and creative" alternate activities, said deputy coordinator Joe Lukens.

Some of the suggested alternatives include holding an indoor launch followed by a school dance or party in the balloon-decorated room, delivering balloons to children's hospitals and nursing homes, running a balloon-a-gram message service, and creating balloon sculptures.

Lukens said his favorite idea is to give balloon bouquets for Mother's Day on May 8, because this points out the fact that "without mothers you can't have a successful child survival campaign." Without the education and cooperation of mothers and women in developing countries, said Lukens, child survival campaigns cannot work.

Students are ideal for a campaign like Child Survival, because "they think they can do anything, and that's what they'll do [to solve a problem]," Lukens said. "We have a natural response to the children who are suffering. It doesn't make any sense to us that children are dying . . . kids will say 'I'm not going to put up with that in my world' and do something about it."

Balloons for Child Survival began as a joint community, school and student project in Ridgefield, Conn. Originally planned as a local event in fall of 1986, the first launch soon received many official endorsements. Through a national meeting of students concerned about development issues in February 1987, the event grew to include more than 150 schools in the U.S. and one in the Soviet Union.

"If people knew that just a 10 cent packet could save a child's life , I think they would push for more money," said Lukens. "This is a huge opportunity for people to see they can make a big difference without doing a whole lot."

More information about the Student for Child Survival Campaign can be obtained by writing to InterAction, 200 Park Avenue South, New York, N.Y. 10003, by calling them at (212) 777-8210, or from Michelle Reynolds at the American Youth Work Center in Washington, D. C., (202) 328-3052.

explanation of event

contact information for readers who want to get involved

Profile

A Profile is a description of a program, group or business that is particularly concerned with international development or forming links between the United States and developing countries. This type of story does not need to be timely. A story about any of the programs or organizations included in this manual's resource list or a story about a student chapter of Amnesty International would fit into this category.

Sample headlines

"Group promotes world peace through friendship," "Students work for peace planting trees."

Story behind the story

A Profile piece must show the reader how the subject relates to her/his world. Such a story must have a link to the reader's community; if there's no link, there's no story. A good Profile story will give the reader information that s/he would not otherwise have and provide opportunities to tap local resources.

The model story, "New school exchange program," for example, is targeted right at the appropriate audience -- high school students. This particular program is new: reason enough to tell a story. Because the program has just begun, little more than the basic "who, what, where, when, why and how" can be presented.

A story idea such as this is appropriate at any time. If it were being done today, the reporter could make it more interesting by interviewing students who have taken part in the exchange. Whenever you do stories about programs that involve students, don't forget to talk to the real experts -- the students. Program directors can tell you the theory behind a program, but only the participants can tell you if it's really worthwhile.

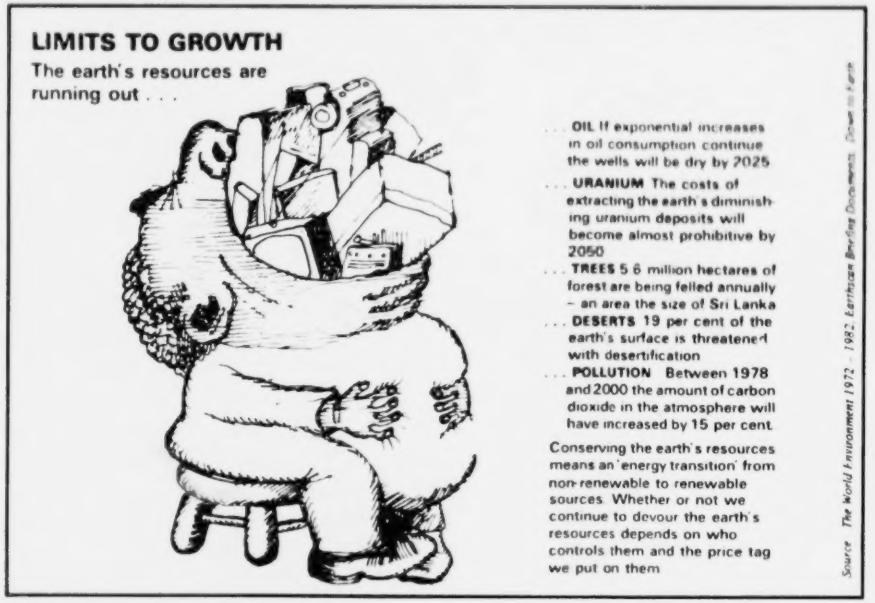
Source

This is a category that may seem difficult to find ideas for if you are just beginning to cover international development. However, as you report News Briefs and News Events and make contacts, you will notice that potential Profile topics are all around your community. For example, you could profile one of the sponsor organizations for Balloons for Child Survival, the event noted in the News Event model story. There are many links to the developing world in your community (See the book "Main Street America and the Third World" -- which is listed in the appendix -- for ideas). Your awareness and curiosity are the main sources for ideas in this category.

Troubleshooting

Writing a story about a program doesn't sound like an interesting assignment. And you can be sure that if you're bored by your story, your readers will be, too. You need to find the human angle to make these stories come alive. How has the subject of your Profile affected the lives of people in the Third World? How has working with this program affected the lives of the people in your community or school who are involved?

Intertwine anecdotes with the vital information about the organization's background and mission. Look for some measure of how well the organization has succeeded in its mission. Talk to people involved with the group and if anyone disagrees about the success of the group, talk to her/him too.


LIMITS TO GROWTH
The earth's resources are running out . . .
. . . OIL If exponential increases in oil consumption continue the wells will be dry by 2025
. . . URANIUM The costs of extracting the earth's diminishing uranium deposits will become almost prohibitive by 2050
. . . TREES 5 6 million hectares of forest are being felled annually – an area the size of Sri Lanka
. . . DESERTS 19 per cent of the earth's surface is threatened with desertification
. . . POLLUTION Between 1978 and 2000 the amount of carbon dioxide in the atmosphere will have increased by 15 per cent
Conserving the earth's resources means an 'energy transition' from non-renewable to renewable sources. Whether or not we continue to devour the earth's resources depends on who controls them and the price tag we put on them
Source: The World Environment 1972 - 1982, Earthscan Briefing Documents, Drawn by Kate

CONNECTIONS: NEWS YOU CAN USE

story summary points out importance to reader

New school exchange program

WASHINGTON, D. C. (YNS)-A new school exchange program, pairing U.S. high schools with international schools to educate students about foreign cultures, is about to begin.

explanation

In the program, School Partnerships, International (SPI), an American high school forms a long-term partnership with a high school in another country participating in SPI. Students from both schools study the language, culture, history, arts, economy and political system of their partner nation before student exchanges take place.

Students who participate in exchanges will stay in the homes of students from the partner school and attend classes at their school.

official perspective

"This program is . . . an educational approach based on developing a solid understanding of both their partner and their own country," said Kathleen Driscoll Dunn, director of SPI. "When American students travel abroad, they will . . . serve as a resource in the classes in their partner school and could even conduct classes for host students."

Austria, Britain, France, Germany, Costa Rica, Japan, Israel, Italy, Spain and Venezuela are currently participating in SPI. The new program is sponsored by the National Association of Secondary School Principals (NASSP) and replaces NASSP's School Exchange Service (SES). Some 5,000 students from the United States and abroad participated in SES-sponsored trips last year.

details

Schools who want more information or who are interested in participating in the program should write to School Partnerships, International, NASSP, 1904 Association Dr., Reston, VA 22091; or call (703) 860-0200.

contact info

Personality Portrait

This is one of the most challenging and interesting story possibilities for reporting on underdeveloped countries. A Personality Portrait gives the reader insight into the political, social, economic and human aspects of underdevelopment by focusing on the lifestyle of a person who grew up in that environment. This type of story uses a person as a window on societies and living conditions. This is a timeless human-interest story with a greater mission -- making the reader understand a condition that s/he may never have considered or cared about.

Photo courtesy of Childhope

Story behind the story

This story, "Former street child helps others find a better life: an interview with Carlos Albertos Palacios," is the result of a lot of good timing. The reporter, Melanie Schaffner, was invited to a presentation by a director of Childhope, an organization designed to help street children around the world.

The director mentioned that a former street child -- Carlos Palacios -- was going to be in town, so the reporter arranged an interview. Although she went armed with questions, Melanie said she only asked five -- this interview was a reporter's dream.

"When you get someone who has an interesting story and is articulate, you let him tell the story. . . .He just talked and the story made itself," said Melanie. The lede is particularly effective because it makes a connection through something many teenagers wish for -- independence -- but don't realize the implications of. It binds the reader with Carlos, whose story explains the reality of life in the streets.

Remember that people with Ph.D.s aren't always the best experts. A person living in a situation, especially one such as that of a street child, is the real expert -- and the one with whom your readers will most easily identify.

Source

This is where your contacts are going to be invaluable. It is unlikely that you will be able to find a Third-World teenager, who wants to tell you her/his story, in the mall or at the bus stop. However, immigrants in your community, school or church; international exchange organizations (such as those in this manual's appendix); and foreign language teachers can be good contact sources.

Troubleshooting

When writing a Personality Profile remember that it is the person and her/his lifestyle that must tell the story -- not you. Sights-and sounds descriptions can be very effective here. Have the person compare her/his situation to that of your audience.

This model story is effective even though only one source was interviewed. It could have been improved with backup interviews. In preparation for a Personality Portrait, interview the subject's friends, relatives and co-workers. This will give you vital, interesting background data on your subject (and often anecdotes about mannerisms, amusing incidents and other things the person wouldn't otherwise offer.) Statistics may be used -- but sparingly. The person is the story.

You may be able to write this type of story from an interview with a foreign exchange student at your school. If so, that's great. However, avoid the questions everyone else is asking this person -- "how do you like it here?" Instead do some research on the student's home country and ask about its economic, political and social conditions. Be familiar with the current events of your source's home country and focus your interview on those issues. Remember, the only way to get interesting answers from a source is by asking interesting questions.

(See the ***Interviewing*** section on page 12 for additional tips on capturing a good Personality Portrait)

beginning with a familiar topic -- the difficulty of being a teenager

introduction to Carlos -- and a reality many teens are unaware of

introduction of facts through Carlos' story

Former street child helps others find a better life: an interview with Carlos Albertos Palacios

By Melanie Schaffner

(YNS) - Growing up can be difficult for anyone. With rules to follow, parents to obey and pressure to do well in school, a young person's life can be anything but fun.

Now imagine a world without any of those pressures. No rules. No parents. No school. Sound ideal?

Not if that world is the streets of Bogota, Colombia. Carlos Alberto Palacios knows -- he spent eight years of his life there.

"The street is like the jungle," he said, "The strong live and the weak die."

For Palacios, now 25 and a student at the University of Guatemala, life on the street was not always bad. When he first found himself there at age 6, after running away from an institiution he was placed in by a grandmother who could not afford to care for him, life was fun. "We had our own rules, our own language," he said. "We were a little society in this big society."

Adults gave money to the children to buy food, and Palacios had many friends and places to play. But soon, things changed. "You grow up --people don't see you as cute anymore," he said.

Instead of being sympathetic, people began to shun the older street children and the police were always on the lookout for those who turned to theft and drugs to get by. Palacios, who said he "started to use drugs and be a little tough" while he was in the institution, admitted that he did "what every street kid does in the street -- get by in any way you can."

"When you're on the streets, it's like a dream. But one day, you wake up," he said.

Palacios became disillusioned with his life around the age of 12, after seeing some of his friends killed on the street. He was lucky enough to find a program, Bosconia-La Florida that helped him change his lifestyle and begin to plan his future. On the streets, "you don't think too much about tomorrow just about today." The program helped him change his mind about his situation, and he decided that life on the street was no longer for him.

Bosconia-La Florida, a progressive program that allows street boys to move up through various phases as they change their lifestyle, proved to be a place for Palacios to come into his own. He discovered an interest in music, studied it for eight years and became an accomplished performer. In the last phase of the La Florida program, Palacios became *alcalde*, or mayor, of a self-governing town of former street children. Known as a strict policymaker, Palacios gained the respect and admiration of the 500 residents.

his experience shows street kids aren't hopeless

Today, after spending a year at New York University funded by the Salesian Missions, Palacios studies psychology at the University of Guatemala. Actress Liv Ullman visited Bosconia-La Florida as a UNICEF representative and was so impressed by Palacios, her guide for the day, that she offered him a $5,000 scholarship that pays for his education.

Carlos is an expert because he has seen both sides

But Palacios has not forgotten where he came from. The thoughtful and articulate young Colombian has returned to the streets, this time as a street educator in Guatemala and other Central American countries. Working with Childhope, an international organization dedicated to the needs of street children, Palacios befriends street children in hopes of eventually convincing them to come off the street.

The most important thing in being a street educator is to take your time, said Palacios. The time to bring a street child into a program is "when they ask to be put out of the street, not when you decide (they should)," he said.

"You have to be able to offer them something -- not just say it but do it," he added. While the kids enjoy their friendships with street educators, "they soon are going to ask 'what are you going to do for me?"

Street educators must be careful, said Palacios, or "you can hurt more than help." They should not "open the kids up to wait for something that (they) are not going to give."

Palacios recommended several options for other young people who want to help street children. Besides financial contributions, he suggested working on special programs to promote awareness of street kids in schools, and promoting thier rights and needs via radio and television.

There is also the option of donating "your own person," Palacios said. "Talk with them and be interested in them," he said, "but most important, listen to them."

link back to reader and strong comment to close story

The United States has many children living in the street as well, he noted. "The situation is right there -- maybe people don't want to know it. Don't let them cross right in front of you and not see it," he said.

Melanie Schaffner, 18, is taking a year off between high school and college to work with YNS as assistant to the managing editor.

In-depth story

This is an extensive story that requires a news hook and coverage of all sides of an issue. It may take several months of research and interviews to put together a good, compelling In-depth story. You should work with your editor or adviser on this story in order to remain focused and still cover the issue as completely as possible. Several rewrites may be necessary to make sure the story is ready for publication.

Story behind the story

This model story, "Child labor violators plague the Third World -- and the United States and Canada," appears in the story appendix on page 23. See the editor's note for the background on the story.

Source

In-depth stories generally attack a broad subject that affects a large number of people and is linked to some controversy. To find story ideas for this section you will need to be aware of current international issues. Hot topics that international development organizations are concerned with, such as hunger, the environment and the effect of world debt on Third World countries, may be appropriate. It's likely that professional journalists will have already covered some aspects of good ideas for this type of story. So keep your eyes open.

Troubleshooting

This type of story can be overwhelming if you don't plan well for it. Because of the detail required for an In-depth story, be sure to give yourself plenty of lead time to do your research thoroughly. Expect to spend several weeks from start to finish. You should start by learning as much about your topic as possible by studying newspaper clips, studies, press releases and other printed material.

Plan how you will focus and organize the story before you do interviews and write the story. You might want to make a simple outline of questions you need answered in the order that they can be best explained. Then interview as many sources as possible -- experts on all sides of the issue, as well as students. Double- and triple-check your facts and quotes.

Sometimes it's easier to attack this type of story by breaking up the responsibility. If you do this, however, be sure your partner is reliable and communicate often about how the pieces of the story are, or aren't, fitting together. Set deadlines and meet them.

YNS NEWS
YOUTH NEWS SERVICE
2025 Pennsylvania Ave., N.W.
Washington, D.C. 20006
(202) 429-5292
The News Service By and About Teenagers
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Child labor violators plague the Third World -- and the United States and Canada

(YNS) - Susan Malcolm, now 18, started working at an amusement park in a suburb of Toronto when she was 14. Although labor laws in Canada limit workers under age 18 to 28 hours per week, Susan and other employees usually worked 10 to 12 hours a day, six days a week.

"It was an excessive amount of work for minimum pay," she said, but agreed to the long hours because she needed work and her employer was one of the few who hired 14-year-olds.

But many of Susan's young co-workers, some only 13 years old, complained about the conditions under which they were forced to work.

"Sometimes we had to stay in hot grease kitchens the size of a small walk-in closet for hours at a time," said Andrea Samuels, a 16-year-old employee of the park. "When we did get out, it was only for a half-hour break."

The exploitation of young workers is most commonly associated with developing Third World nations, where children as young as six and seven are often found working in sweatshop factories for a few cents a day. But even in industrialized countries, such as the United States and Canada, that have child labor laws on the books, reports show a growing number of young workers are illegally employed and asked to work long hours or in dangerous conditions.

Teen workers protected for more than 50 years

The federal Fair Labor Standards Act of 1938 established minimum standards that U.S. employers must meet when they employ workers under age 18. States can impose stricter regulations. Generally children under age 14 are

(Continued on next page)

UPFRONT

(EDITOR'S NOTE: What could the exploitation of child workers in developing countries have to do with American teenagers? That's what we asked the YNS reporters who attended a forum on Third World child labor held last summer in Washington, D.C.

Their investigations into child labor laws in the United States and the conditions in which many teenagers work, led them to the surprising realization that young people here also are asked to work in unsafe, illegal conditions. Child labor laws, in many instances, are often ignored -- sometimes deliberately.

This story is a good example of how you can localize an international issue to your community or high

(See editor's note, page3)

Proposed federal legislation calls for ban on products made by child labor

By Tisha Derricotte

WASHINGTON (YNS) - In Bangkok, Thailand, girls as young as 12 work 15 hours a day for food scraps and a few cents pay. At night they are locked in a room to sleep.

Such stories, increasingly heard in Third World nations where cheap child labor can mean bigger profits, have sparked interest in Washington, D.C. Rep. George Miller, D-Calif., for one, has proposed The Child Labor Prevention Act of 1987, H.R. 3112, which would prohibit the importation into the United States of items made by illegal child labor. Miller's bill would allow any interested person to initiate legal action to prohibit the sale or importation of any products that were produced in violation of internationally recognized child labor rights.

The extent of the problem was dramatically reported in a 1987 series of articles published by Cox newspapers. The series profiled terrible conditions in which many children are forced to work in Third World countries.

Among the revelations the series reported:

O In 1986, 84 children, ages 13 to 15, were rescued from a mosquito net factory where they had worked 18 hours each day. The children were sold by their parents to job brokers at train stations for $80 to $160, committing each child to a year's work in the factory.

O Sarape Nasap, age 15, worked in a toy factory in Bangkok 70 to 90 hours a week, earning six cents an hour plus room and board.

The International Labour Office, an organization that works to improve living and working conditions of people around the world, estimates that at least 100 million children between the ages

(See legislation, page 4)

Issues forums: 11 easy steps

The YNS article on child labor reports on an issues forum held by YNS, AYWC and Children's Express. Issues forums are a terrific way to cover an in-depth topic comprehensively. They serve as briefing sessions for journalists covering a particular topic and offer a way to bring the issue to your community for discussion and public debate.

Issues such as politics and human rights constantly spur students worldwide to try to inform and influence their peers and communities. For example, in 1984, students at Ridgefield High School in Connecticut formed an organization called Ridgefield Efforts At Crushing Hunger (REACH). This group was created to increase public awareness of hunger-related issues and raise money to fund projects helping hungry people in Ridgefield, Conn., and Africa. REACH could have sponsored an issues forum to increase community and student involvement and understanding of the hunger problem.

Student journalists can use issues forums to gather both sides of an issue in a neutral setting -- therefore encouraging balanced coverage of the issue. Sponsoring an issues forum is one way for high school journalists to get involved, raise awareness about local and global issues, and measure community and student support for such projects.

Other community issues also make good forum topics. Concern over the level of pollution in local lakes due to area factories and concern over the prevalence of drugs in schools make for interesting and meaningful issues forums. Remember, often these local problems may be linked to global ones.

There are several steps involved in setting up an issues forum.

1 Choose a topic that meets the in-depth requirements on page 10. The topic should be timely and of concern to a wide variety of people. For instance, the national news hook in the child labor story was H.R. 3112, the bill sponsored by Rep. George Miller, which, if passed, would prohibit the United States from importing goods made by child labor. This issue is of concern to child advocates, business people and the general public.

2 Do some preliminary research on your topic and introduce it to others on your staff. Only four or five journalists need to be interested to organize a successful forum.

3 Hold your forum at some public site, such as your school, that you can use for a few hours at minimal or no cost, or try to hold it in conjunction with a local journalism or development conference. Be sure to confirm date, time and place as soon as possible -- no later than one month before the forum, if using a local site, and two to three months beforehand if you are participating in an existing conference.

4 Line up three or four speakers who have expertise on the topic. To ensure balance, invite speakers who hold a wide range of opinions on the issue. For example, the child labor forum brought together people for and against the bill, who see the problem in different ways.

5 Once the topic, speakers, time, place and date are confirmed, send out public notices, press releases and invitations to individuals who might be interested in attending the forum.

6 Research the topic thoroughly and familiarize yourself with your speakers' backgrounds. Read articles in national and local press that address your topic to keep current on the issue.

7 Choose one journalist to be a moderator. The moderator will open the forum, introduce the panelists and the journalists, control the flow of questioning, and close the forum.

8 Determine the format for questioning. You may want to have each journalist ask one question and a follow-up question to begin and then open up the questioning among the journalists.

9 Arrange the room so the two panels face each other and the audience -- use one table for each panel. Arrange to have microphones if necessary.

10 After formal questioning (using the interviewing techniques on page 12) open the floor for comment from the audience.

11 Tape the session. This will be invaluable to you when you write stories on the forum.

Interviewing

Every story requires some interviewing. This may seem like a simple technique. For some reporters it is; for some it isn't. But for all it is vital to being an effective reporter.

Interviewing is more than just asking questions and writing down replies. The following is adapted from the manual of Children's Express (CE), a news service whose reporters range in age from 8 to 13 and whose editors are age 14 to 17. Because of the young age of these reporters, CE has adopted a very deliberate process of interviewing. The reporters tape interviews and have round-table discussions to gather facts. Then the team of reporters works with editors to put together stories.

Your publication staff probably doesn't put together stories this way. Yet the guidelines developed by CE contain some very important basics that you need to know and practice in order to conduct a good interview.

Children's Express Interviewing Guidelines:

Each story is divided into four parts: 1) research and preparation 2) the briefing 3) the interview and 4) the debriefing.

Research

You should collect "briefing material" about the subject of your upcoming interview. Read whatever you can find on the subject and whatever your editor or adviser gives you to read. Talk to parents, teachers and friends. Make notes and prepare 10 to 20 questions. Bring all information, notes and questions you have gathered in your research to the briefing to share with your editor and/or adviser. This is necessary in planning for your interview. If a controversy is involved, be sure to cover both sides.

The briefing

Briefings can be conducted with student editors and adult advisers to provide background information so you can be effective in making up questions and conducting interviews.

After you have fully discussed the subject, write down the questions you would like to ask. Do this without consulting other reporters or editors. This is the time to think independently. Don't worry if a certain question seems obvious. Your readers may not know anything about the subject, so remember to include questions that will enable you to establish the basic facts during the interview.

The interview

In an interview, reporters ask the interviewee/s questions on a particular subject, preferably in an informal, comfortable, quiet setting.

The effective question
"Who," "What," "When," "Where," "Why," and "How." Those words -- the 5 Ws plus an H -- are a journalist's basic tools for two reasons: first, because any good story should tell you who, what, when, where, why and how; and second, whenever you begin a question with one of these words, you are more likely to get a detailed or specific answer.

It is best to avoid questions that can be answered with "yes" or "no." For example, if you ask someone, "Do you like being a Peace Corps volunteer?", you may get a yes or no. But if you ask, "What is it like to be a Peace Corps volunteer?", you're likely to get an interesting and detailed response. Another example: "Did you enter development work when you were young?" requires only a yes or no, while, "How did you get into development work?" requires a longer answer.

It's a good idea to put "who, what, when, where, why and how" at the top of your question sheet. This will help you focus on using these words to begin a question. Try the "W" and "H" questions in practice interviews with your friends and family. You'll see how much more interesting and complete their answers become.

The follow-up question
You will arrive at the interview with prepared questions, but during the interview other interesting questions will arise. Probably without even realizing it, the interviewee will say things that will make you think of new questions to follow up on what has been said. Often these follow-ups are the best questions of an interview. The only way to be ready for this opportunity is to listen carefully during the interview.

For example, you ask the interviewee, "When did you decide to become an environmentalist?" and the interviewee answers, "Well, I never really decided; I fell

into it by accident." If you're not really listening, you might go on to the next prepared question and miss a potentially fascinating fact about the environmentalist's background. However, an attentive reporter would explore the circumstances of the "accident" with the follow-up question, "What do you mean you fell into environmental work by accident?"

How to proceed with the interview
Before the interview actually begins, decide on an order for asking questions. Stick to this order with one exception: a follow-up question takes precedence over the next prepared question.

Write follow-up questions as you think of them. Be sure to put an X next to questions that have already been answered.

Be sure to ask basic questions at the beginning of the interview to establish the groundwork for more detailed information. Even if you know the basic facts about your subject, don't assume that your readers know as much as you do. They may be new to the subject.

During the interview:
1. Do not simply read your questions -- ask them directly and with as much eye contact as possible.
2. Allow plenty of time for answers, but avoid long pauses.
3. It is important not to jump from one idea to another. Keep the interview running smoothly. After the last question, ask if the interviewee has anything to add. This is a good way to get information you may not have covered in your questioning.

A good reporter will not talk too much. Let the interviewee do the talking. If there is a silent moment, don't be too quick to ask the next question -- the interviewee may be thinking about what to say next. Don't break the silence until you are sure the interviewee is waiting for the next question.

Courtesy
Remember that the interviewee is giving up personal time for your interview. Be sure to be courteous. It is extremely important to pay close attention during an interview. It helps to establish good eye contact. Avoid doodling or looking around. These are distracting and upsetting to a person being interviewed. Be sure to express your appreciation at the end of the interview and ask if you may contact the interviewee if you have additional questions.

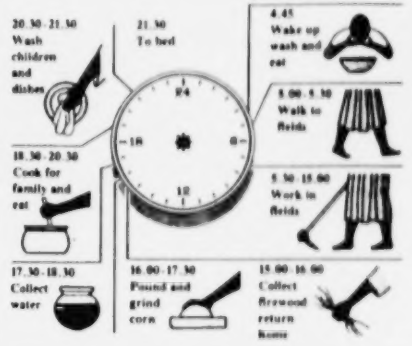
The debriefing

As soon as possible after the interview, go over your notes and make sure you understand all the information you got during the interview. If there is something you don't understand, write it down to ask later. After your notes are in order discuss the interview with your editor and/or adviser. Figure out what other research and interviews must be done and plan your next piece of reporting.

Women and work

A WOMAN'S WORK IS NEVER DONE

A day in the life of a typical rural African woman



WOMEN'S WORK IS NOT RECOGNIZED

National statistics for the economically active usually omit women's work in the subsistence sector yet:

In Bangladesh, 90% of the female population is engaged in agriculture

In Africa 60-80% of all agricultural work is done by women

Rural women in the developing countries as a whole account for at least 50% of food production

WHO PROVIDES FOR THE FAMILY?

In 1972 it was estimated that:

IN EGYPT
264,000 families lived on the earnings of women

IN KENYA
525,000 rural households were headed by women

IN BOTSWANA
one-third of all households were headed by women

Women and home

The "top" social group among women in Third World societies is those who live in total seclusion, often behind the veil, never taking part in outdoor activities. In farming communities, their husbands would typically be well enough off to employ field labour. This pattern of life is typical of Indian upper castes and the Middle East.

The next ranking social group is one in which the women do domestic duties, craft work and occasional poultry raising, but never earn money. Their men-folk do their own ploughing, planting and agricult... l work. This pattern of life is typical of that of most women in Latin America, and the Indian cultivator caste.

The third group is equivalent to low caste women in an Indian village. They assist their men in the fields, go to market, and at certain times of year do extra paid work. Most women in Asia live like this. In the Philippines, for example, women work 30 hours a week on the family farm, while men work 43 hours.

The fourth and lowest group consists of those women who are expected to support themselves and their families virtually independently. In Asia they regularly seek work as landless labourers, as do India's Untouchables. In Africa, where this is the typical pattern, the woman obtains the right to work a piece of land by marriage and then bears all the responsibility for food production.

This classification of women's roles is based on research used in Women's Role in Economic Development by Esther Boserup.

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Resource list

Contact the coded organizations for information in the following areas:
❶ Children in difficult circumstances
❷ Child survival and world health ❸ Environment ❹ Population
❺ Foreign aid and trade ❻ Hunger and poverty ❼ Women in development
❽ Community-based resources/speakers ❾ General development

ACCION International
1385 Cambridge St.
Cambridge, MA 02139
(617) 492-4930 ❼

Academy for Educational Development
1255 23rd St. N.W.
Washington, DC 20037
(202) 862-1900 ❷ ❶

Africare
440 R St. N.W.
Washington, DC 20001
(202) 462-3614 ❷ ❸ ❶

AFS International/Intercultural Programs
313 E. 43rd St.
New York, NY 10017
(212) 949-4242 ❽

Agency for International Development
Clearinghouse for
Development Communication
Washington, DC 20523
(703) 875-4718 ❺ ❾

American Association for World Health
2001 S St. N.W.
Suite 530
Washington, DC 20009
(202) 265-0286 ❷

American Forum
45 John St.
New York, NY 10038
(212) 732-8606 ❾

American Home Economics Association
International Section
2010 Massachusetts Ave. N.W.
Washington, DC 20036
(202) 862-8300 ❷ ❻

American Youth Work Center
1751 N St. N.W.
Suite 302
Washington, DC 20036
(202) 785-0764 ❶

Amnesty International USA
322 Eighth Ave.
New York, NY 10001
(212) 633-4200 ❶

Arusha Centre Society
233-10th St. N.W.
Calgary, Alberta T2N 1V5
Canada
(403) 270-3200 ❾

Bread for the World
802 Rhode Island Ave. N.E.
Washington, DC 20018
(202) 269-0200 ❻

Canadian International Development
Agency
200 Promenade du Portage
Hull, Quebec K1A 0G4
Canada
(819) 953-6060 ❺ ❾

Care
660 First Ave.
New York, NY 10016
(212) 686-3110 ❶ ❷ ❸ ❹ ❻

Catholic Relief Services
1011 First Ave.
New York, NY 10022
(212) 838-4700 ❷ ❺ ❻ ❼

Center for Population Options
1012 14th St. N.W. Suite 1200
Washington, DC 20005
(202) 347-5700 ❶

Childhope
331 E. 38th St.
6th Floor
New York, NY 10016
(212) 983-1422 ❶

Children's Defense Fund
122 C St. N.W.
Washington, DC 20001
(202) 628-8787 ❶

Children's Express
245 Seventh Ave.
5th Floor
New York, NY 10001
(212) 620-0098 ❶

Christian Children's Fund
P.O. Box 26511
Richmond, VA 23261
(804) 644-4654 ❶ ❷

Church World Service
P.O. Box 968
Elkhart, IN 46515-0968
(219) 264-3102 ❷ ❻

Citizens' Network for Foreign Affairs
1616 H St. N.W.
Suite 200
Washington, DC 20006
(202) 639-8889 ❺

Consortium for International Cooperation
in Higher Education (CICHE)
One Dupont Circle
Suite 616
Washington, DC 20036
(202) 857-1833 ❻

Defense for Children International
210 Forsythe St.
New York, NY 10002
(212) 353-0952 ❶

Development Education Centre (DEC)
229 College St.
Toronto, Ontario M5T 1R4
Canada
(416) 925-8480 ❾

Edmonton Cross Cultural Centre
10920-88th Ave.
Edmonton, Alberta T6G 0Z1
Canada
(403) 439-8744 ❾

End Hunger Network
222 North Beverly Drive
Beverly Hills, CA 90210
(213) 273-3179 ❷ ❻

Environmental Policy Institute and Friends of the Earth
218 D St. S.E.
Washington, DC 20003
(202) 544-2600 ⓭

Food First
The Institute for Food and Development Policy
135 Ninth St.
San Francisco, CA 94103
(415) 864-8555 ❽ ❾

Food Research and Action Center
1319 F St. N.W.
Suite 500
Washington, DC 20004
(202) 393-5060 ❾

Foster Parents Plan
155 Plan Way
Warwick, RI 02886
(401) 738-5600 ❽ ❽ ❻

Freedom from Hunger Foundation
P.O. Box 2000
1644 DaVinci Court
Davis, CA 95617
(916) 758-6200 ❷ ❻

Global Tomorrow Coalition
1325 G St. N.W.
Washington, DC 20005
(202) 628-4016 ❸ ❶

Hunger Project
1388 Sutter St.
San Francisco, CA 94109
(415) 928-8700 ⓫

Impact on Hunger
145 E. 49th St., 3rd Floor
New York, NY 10017
(202) 750-9893 ❻

Institute for Food and Development Policy
145 Ninth St.
San Francisco, CA 94103
(415) 864-8555 ❻

InterAction
200 Park Ave. South
New York, NY 10003
(212) 777-8210 ⓬

Inter-Cultural Development Education Association Inc., (IDEA)
60 Maryland St.
Winnipeg, Manitoba R3G 1K7
Canada
(204) 786-2030 ⓫

International Development Conference
1401 New York Ave. N.W.
Suite 1100
Washington, DC 20005
(202) 638-3111 ⓭

International Development Education Resources Association (IDERA)
2523 Cypress St.
Vancouver, British Columbia V6J 3N2
Canada
(604) 732-1496 ⓫

International Labor Office
Washington Office
1750 New York Ave. N.W.
Washington, DC 20006
(202) 376-2315 ❶

International Service Association for Health
P.O. Box 15086
Atlanta, GA 30333
(404) 634-5748 ❷

National Audubon Society
801 Pennsylvania Ave. S.E.
Washington, DC 20003
(202) 547-9009 ❸

National Committee for World Food Day
1001 22nd St.
Suite 300
Washington, DC 20437
(202) 653-2404 ❷ ❻

National Council for International Health
1701 K St. N.W.
Washington, DC 20006
(202) 833-5900 ❷

National Council for International Visitors
1623 Belmont St. N.W.
Washington, DC 20009
(202) 332-1028 ❺

National Council of Churches
2115 N. Charles St.
Baltimore, MD 21218-5755
(301) 727-6106 ❻ ❼

National Council of Returned Peace Corps Volunteers
1319 F St. N.W.
Washington, DC 20004
(202) 393-5501 ❷ ❻

National Student Campaign Against Hunger
29 Temple Place
Boston, MA 02111
(617) 292-4823 ❻

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Washington, DC 20036
(202) 797-6800 ❸

Overseas Development Council
1717 Massachusetts Ave. N.W.
Washington, DC 20036
(202) 234-8701 ⓮

Overseas Development Network (student-based)
P.O. Box 1430
Cambridge, MA 02238
(617) 868-3002 ⓮

OEF International
1815 H St. N.W.
Suite 1100
Washington, DC 20006
(202) 466-3430 ❼

Oxfam
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Boston, MA 02116
(617) 482-1211 ❷ ❻

Panos Institute
1409 King St.
Alexandria, VA 22314
(716) 836-1302 ❸ ❶

Partners of the Americas
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Suite 700
Washington, DC 20005
(202) 628-3300 ❺

Peace Corps
806 Connecticut Ave. N.W.
Room 1107
Washington, DC 20526
(800) 424-8580 ❺

Population Reference Bureau
777 14th St. N.W.
Washington, DC 20005
(202) 639-8040 ❶ ❼

Population Resource Center
110 Maryland Ave. N.E.
Suite 302
Washington, DC 20002
(202) 546-5030 ❶

Project Concern International
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San Diego, CA 92123
(619) 279-9690 ❷

Results
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Washington, DC 20002
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Evanston, IL 60201
(312) 866-3000 ❷ ❻

Save the Children
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Westport, CT 06880
(203) 226-7271 ❶ ❷

Save the Children Canada
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Toronto, Ontario M4N 3N1
Canada
(416) 488-0306 ❶ ❷

Seeds
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Decatur, GA 30030
(404) 378-3566 ❻

Sister Cities International
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Alexandria, VA 22314
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Society for International Development-USA
Chapters Center
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Suite 1100
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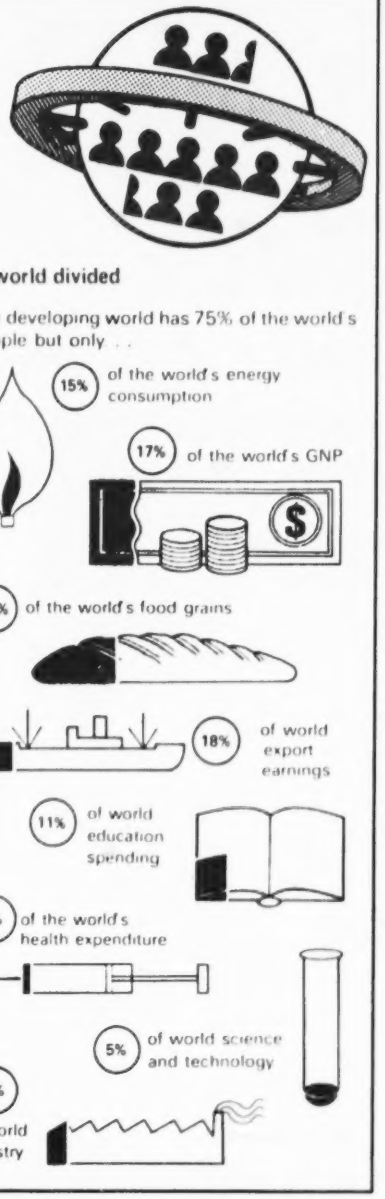
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$
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United Nations Children's Fund (UNICEF)
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U.S. Department of State
Bureau of Public Affairs
Washington, DC 20520
(202) 647-6575 ❺

U.S. Committee for UNICEF
331 E. 38th St.
New York, NY 10016
(212) 686-7271 ❶ ❷

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New York, NY 10017
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Central Community Center
6300 Walker St.
St. Louis Park, MN 55416
(612) 925-3632 ❼

Victoria International Development
Education Association (VIDEA)
407-620 View St.
Victoria, British Columbia V8W 1J6
Canada
(604) 385-2333 ❿

World Bank
Office of External Relations
1818 H St. N.W.
Washington, DC 20433
(202) 477-1234 ❾

World Hunger Education Service
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More model stories

The stories on this page and the next fit into the News Brief category.

YNS News • October 24, 1988 • Page 10

Survey reveals young Americans to be "lost generation"

Washington (YNS) - Today's young Americans are a "lost generation," according to National Geographic Society President Gilbert Grosvenor after reviewing the results of a nine-country survey of geographic literacy.

Young Americans aged 18 to 24 scored lower than their counterparts in Mexico, Britian, France, Italy, Canada, Japan, West Germany, and Sweden. The young people were asked to identify 16 geographic locations.

What most disturbed Grosvenor was the fact that 20 percent of the American youth could not identify the United States on an unmarked world map.

Similarly, a survey conducted by the Gallup Organization discovered a lack of knowledge of global issues by young people.

The Gallup survey found that half of those tested could not identify the country in which the Sandinistas and the contras are fighting.

Three-quarters of those interviewed could not name any of the seven Warsaw Pact countries.

Other results of the survey include:

- Forty eight percent were unaware that the Soviet Union is fighting rebel forces in Afghanistan.
- Forty five percent were unaware that South Africa is the country where apartheid is official government policy.

YNS News - March 13 , 1989 - Page 7

Young Americans threaten economy with cultural illiteracy

By Gloria Keys

WASHINGTON (YNS) - American students simply are not learning geography, and if this trend keeps up the nation will not be economically competitive world-wide, according to a report from the Task Force on International Education.

Tomorrow's leaders -- today's high school students -- must be able to understand the languages and customs of other nations if they hope to compete in the international marketplace, said New Jersey Gov. Thomas H. Kean.

"Our economic survival depends on our knowing as much about our world neighbors as they know about us.", said Minnesota Gov. Rudy Perpich.

"It doesn't matter how many new products and services we develop if we don't know where our customers live, can't talk to them and don't know what they want," said Virginia Gov. Gerald Baliles, chairman of the National Governors' Association (NGA), which sponsored the report.

American students are not as internationally educated as their international peers, according to the report. For example, the average U.S. high school requires one year of foreign language to graduate, while Japanese schools require six, according to the report. There are more Russians teaching English in the Soviet Union than Americans learning Russian in the United States, according to the Office on Global Illiteracy.

The report stressed international education is vital for international trade and business, but also noted that it has become essential to operate in our own culture. American

(Continued on next page)

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society is a mixture of nationalities and cultures from across the world. For example, more than 80 languages are spoken on the streets of Los Angeles, according to the report. More complete international education will help Americans better understand and interact with their neighbors, classmates and coworkers, the report state.

The NGA recommended training teachers to be more aware of international issues, revamping current curriculum to ensure basic international education and proficiency in foreign languages, and providing more materials -- other than textbooks -- to teach geography and international education. The group also suggested the current business community must have access to international education, particulary information relating to overseas markets.

The NGA also is doing something other than making suggestions, said Kean.

He and three other governors have formed "The Governor's Geographic Ambassadors Program." In an effort to interest elementary and junior high school students in learning about other cultures, New Jersey, Virginia, Minnesota and Florida will each designate a group of student ambassadors to serve as informal teachers about other countries. The student ambasssadors will be both international exchange students and U.S. students who have been abroad. The program expects the students to hold informal discussions at their schools on topics such as family life, education and even buying groceries in other countries, said Kean.

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Gloria Keys, 17, is a YNS Washington correspondent and is in grade 12 at Duke Ellington School of the Arts in Washington, D.C.

Governors' report indicts U.S. education: curriculum leaves students lacking in geography, foreign language skills

Here are some of the findings of the National Governors' Association's Task Force on International Education:

- 53 percent of undergraduate college students take no basic foreign language courses while in college, according to a recent review of transcripts.
- Fewer than one in five U.S. public elementary schools offer foreign language instruction.
- Only one in five high school graduates takes more than two years of a foreign language, fewer than one in ten high school students study a foreign language for four years.
- 26 states report a shortage of teachers in either the elementary or secondary level.
- Instruction in Japanese, Russian, Arabic and Chinese is rarely offered in U.S. schools -- although these languages are spoken by 75 percent of the world's population.

Consider these facts from a recent Gallup survey:

- American adults ranked behind six other developed nations in knowledge of geography.
- Americans ages 18 to 24 know the least about geography of any age group surveyed in any nation.
- One in seven adults could not locate the United States on a world map.
- More than 50 percent of the adults surveyed did not know, even roughly, the size of the nation's population.
- One-half of American adults could not locate South Africa on a map or identify one South American country.
- 45 percent of American adults failed to correctly identify New York on a map -- in fact, 37 states were identified as New York.

According to a 1987 survey of 5,000 high school seniors in seven cities:

- Almost 40 percent of Boston seniors could not name the six New England states.
- 25 percent of Dallas students could not name the country bordering the United States on the south.

(Source: "America in Transition: The International Frontier.")

The story below falls into the News Event category.

YNS News • March 14, 1988 • Page 6

Students work to combat hunger

By Melanie Schaffner

WASHINGTON, D. C. (YNS)-Between 13 and 20 million people die each year from hunger and starvation, according to the National Student Campaign Against Hunger (NSCAH). Three out of every four of those fatalities are children. On April 16, high school and college students in 110 cities across America will be working to combat the problem of hunger through NSCAH's Fourth Annual Hunger Cleanup.

The Cleanup, first conceived by students from nine colleges in Grand Rapids, Mich., allows student hunger activists to raise money for local and international hunger relief by working on community service projects with the sponsorship of area businesses.

Student committees pick a project, recruit volunteers, obtain and collect sponsorship pledges, publicize their event and pick a local charity to which 50 percent of the money raised will go. The remaining funds are given to NSCAH and divided campaigns and international causes, such as agricultural development projects in Ethiopia and a vocational school for the deaf and mute in the Sudan.

"Students have the optimism and energy to make a difference in this problem," said Leslie Samuelrich, the Campaign's director. "High school is a great time to get involved, build your skills and increase your knowledge of the issue."

NSCAH encourages students to participate in projects that allow them to work beside members of the community and that deal directly with hunger, such as soup kitchens or community gardens. Other successful projects have included cleaning city streets and sidewalks and building a youth hostel.

"High school students are unique in that they have the resources of their school right there," said Samuelrich. Being involved in a project like Hunger Cleanup "is rewarding," she said, "[students] should develop some sort of civic responsibility."

The number of students participating in the Cleanup has grown from 250 in 1985 to 4,000 last year. Some $54,000 was raised by last year's projects with students donating services worth $40,000. There are currently 110 group projects registered with NSCAH for the 1988 Cleanup, 15 of which involve high school students, said Samuelrich. In many cities, several colleges and high schools will team up and plan projects together.

Along with Hunger Cleanup, NSCAH sponsors several other hunger relief activities throughout the year and distributes information about the problem of hunger to interested students. There is no formal membership procedure to become a part of the campaign; students should just contact the group's national office and the staff will help them plan local efforts to combat hunger, said Samuelrich.

For a copy of NSCAH's Hunger Cleanup Manual or more information about any NSCAH projects, call or write to: National Student Campaign Against Hunger, 29 Temple Place, Boston, Mass. 02111, (617) 292-4823. When writing for information, please include your phone number.

Here's another News Event story.

Teenagers can get involved in World Health Day

By Melanie Schaffner

WASHINGTON, D. C. (YNS)-Despite recent improvements in worldwide health care, four-fifths of the world's population does not have access to permanent health care and newborn children in some African countries have only a 50-50 chance of surviving, says the World Health Organization (WHO).

Because of the problems these and countless similar statistics point to, WHO is sponsoring World Health Day on April 7, an annual event, to focus the world's attention on the importance of health in our lives and the need to improve worldwide health care.

World Health Day links the entire world through special programs and activities happening in 166 countries and focuses on what groups and individuals can do to maintain good health and improve the health of people worldwide, says WHO.

About 2,800 high schools across the United States will participate in World Health Day, said J. Stephen Morrill, project officer of the American Association for World Health.

It's important for young people to get involved in health issues, "because they are the policy makers of the future," Morrill said. They are the ones who are going to decide whether or not to continue aiding Third World countries, he said, and funding primary health care policies is more than responding to emergency situations like famine relief in Ethiopia.

The World Health Organization (WHO), the United Nations agency specializing in health care, suggests that schools and individuals can celebrate World Health Day (WHD) and its theme of "Health for All -- All for Health" through activities such as holding health fairs, fundraising for health causes, sponsoring races and other fitness events, presenting health-related dramatic or artistic productions, sponsoring various contests on health themes and studying international health issues.

A booklet outlining how to plan a WHD activity and describing successful health day events from the past is available from the American Association for World Health. AAWH also distributes a complete international health curriculum for teachers covering areas such factors affecting health in the developing world and stategies for developing health programs.

This year is the 40th anniversary of WHD and of WHO. The theme for health day was drawn from WHO's goal of "Health for All by the Year 2000."

For more information about how to get involved in World Health Day, write to Michelle Reynolds, American Youth Work Center, 1751 'N' St., N.W., Suite 302, Washington, D. C., 20006, or for a free copy of the booklet describing WHD activities and health curriculums write to the American Association for World Health, 2001 S Street, N.W., Suite 530, Washington, D.C. 20009.

Melanie Schaffner is the YNS assistant to the managing editor.

This story, published in the South Eugene (Ore.) High School newspaper, the Axe, demonstrates how a local angle can make a Profile story more interesting.

Students work for peace planting trees

By SARAH CHYLEK
Entertainment Assistant

Try to imagine the United States and the Soviet Union working together for peace in the Third World. The Earthstewards Network is taking steps towards making this a reality by giving teenagers the opportunity to participate in two different reforestation programs: one in India last December, and one in Costa Rica last February.

Robyn Erickson

Two South students took part in the programs. Senior Robyn Erickson participated in the India trip and junior Taylor Smith went on the Costa Rica trip.

The Earthstewards Network, an international organization primoting positive action towards global cooperation and world peace, designed the Peace Trees program to sharpen leadership, team work and cooperation skills while restoring one of the world's most valuable natural resources: trees.

According to information released by the Earthstewards Network, the youths learned how to reforest barren land and reclaim the deserts. Then, using these newly acquired skills, they began reforesting the underdeveloped areas of India and Costa Rica, creating a model of peaceful service where, according to Earthstewards, there used to exist only fear and mistrust.

Erickson, along with 15 Soviet youths, 15 Indian youths and 14 other youths from the United States, spent two weeks in India planting 2,500 trees of 130 varieties. The major purpose of the trip "was to create citizen diplomacy between the Americans and the Soviets," says Erickson.

Erickson stayed in Auroville, a community in southern India. She roomed with another American youth and two Indian youths.

"The housing was simple, but sufficient," says Erickson. "There was no glass in the windows, no carpets, hot water or heating, but the places we stayed in were luxurious compared to the village houses."

"Poverty was another major difference because we have a problem with it here in America, but I don't think that very many Americans have any concept of real poverty," Erickson says. "You have to not only see it, but feel it to believe it. There's a certain kind of naivety that goes along with poverty that's very touching and surprising. I felt very jaded and old. The differences between India and the United States are incredible because everything in India is so beautiful and cheap, it seems so easy to take advantage of. It feels like exploitation to us, but to them, they get what it's worth. Cheap labor is everywhere and it seems so unfair but they accept it."

Because she only knew a few words of Russian, Erickson admits to being nervous about the language difference, but she says everyone discovered their own means of communication.

"The language barrier was really difficult to deal with," says Erickson. "There were a few Soviets who were fairly fluent, but mostly we communicated through songs, signs and facial expressions."

Spending Christmas away from home also proved to be difficult for Erickson, but she says that her observance was a new experience for the Indians and Soviets.

"My most valuable experience was having it proven to me that there is no difference between Russians and Americans," she said. "I'd always thought that was true, but it was finally proven to me and I think that was the point of the trip. I also learned a lot about the simpler life and how much easier it is. I learned about people, and I learned a lot about India and what an incredible place it is."

On Smith's trip, which lasted 10 days, he and 14 other American youths flew to San Jose and met 15 Soviets and 15 Costa Ricans. They stayed with families in Ciudad Collne, a city on the Caribbean coast near Limone with a few other youths of mixed nationalities.

"We went to the Caribbean and camped in a national park for two nights," says Smith. "We cleaned up all the trash on the beach by the park and planted 25 trees in school yards around there so they'd have shade when the trees grew."

Taylor Smith

Next, the group traveled to Bri Bri, another city near Limone, where they planted 600 trees in a tree nursery.

"After Bri Bri, we visited an active volcano," says Smith. "The volcano had been active for 20 years and we saw it erupt. We saw only ash, though, no lava. That morning we had planted 200 trees at a school."

Another highlight of the trip was a visit to the University of Peace set up by the United Nations in 1980. While there, the group studied about the increasing reforestation problem, and then went hiking through forests in that area. The group also visited the Russian Embassy in San Jose.

"The most valuable thing that I learned on the trip," says Smith, "was an appreciation for the natural environment and that how to improve it, is to preserve it."

In all, Smith's group sucessfully planted over 1,200 trees of four different varieties. Between both trips, approximatly 3,700 trees were planted while, according to the Earthstewards, the collaborative efforts between the Network Students and the Soviet students helped to improve relations between the United States and the Soviet Union.

This story is another example of a Profile.

Group promotes world peace through friendships

By Len Wen Cheong, 12, Caroline Meckler, 11

(EDITOR'S NOTE — Children's Express is a non-profit news service reported by children whose tape-recorded interviews and comments are edited by teen-agers and adults.)

Pat Montandon's dream started out as a nightmare. "I saw the world in holocaust, and I saw two children standing amidst all this debris, crying," recalled the founder of Children as the Peacemakers. "All their friends were gone, their parents were gone, and they were the survivors in a world in which no one would want to survive. My son was 11 at the time, and I talked to him about the future, and he said he didn't even have a future because of the threat of nuclear war."

So Montandon started Children as the Peacemakers, a non-profit organization that promotes peace through friendship. It does this by taking kids around the world to meet with other kids and world leaders.

"I founded Children as the Peacemakers in 1982 expressly to give children a voice in their own future ... I think children can create a world without war by getting to know each other, by knowing they have the power to make change and by growing up with a peace-oriented attitude." Hundreds of kids from many different countries are involved with Children as the Peacemakers, and they've already had some impact. Montandon asked Mikhail Gorbachev to dismantle a missile in a public ceremony, and he did it. But the symbol of this peace crusade is the mile-long Banner of Hope, which lists the names of children who have died in war.

The banner's panels were created by children in 42 countries, and then sent to the foundation's office where they were sewn together. During the last year, the banner has been shown in Moscow, East and West Berlin, Belfast and at the United Nations. "The people we show the banner to are very, very happy about this memorial," said Bobby LanFranco of San Francisco, 11, a member of Children as the Peacemakers who traveled with the banner last summer.

Another Peacemaker, Vietnam refugee Nguyen Vu Tran Nguyen, 16, who now lives in Georgia, said, "We would like for you to remember that our banner is not just a work of art. It represents the children who have died, and the message I have heard from young people is that they want to live. They want to have a future, and one way to accomplish that is to have people stick together, and to make adults realize that before they make life and death decisions, they should consider how much destruction they're bringing to the people, especially young people."

During last summer's peace mission, Nguyen witnessed this kind of destruction firsthand: "I was in Belfast. One night a bomb went off two blocks away from my hotel. I saw tanks roaring down the street, and I heard ambulances and a helicopter, and I saw broken windows. I was so frightened, and I was only there for a few days. And people who live there all their lives, especially children, what must it be like for them?"

When the kids go on a peace mission, they are away from their families. Isn't that scary? "It's not scary," said Bobby LanFranco. "Before I even met the other kids, I could tell we would get along together because in our hearts we all wanted the same things."

Angela Stakle of New Jersey, 11, added, "When we leave each other, it's like separating a real family because as we go along we get so close to each other we feel like we are a family."

Naho Mori of Japan, 10, said, "Going around the world like this is very important. I feel that I have so many friends in other countries that I don't want to be at war with that country because I have a friend there."

Do the Peacemakers think people really listen to what kids say? "Yes they do," responded Olga Yakoveleva of the Soviet Union, 12. "If you take yourself seriously, people will take you seriously, and if you say something from the heart and say it from experience and desire, people will listen. Maybe one voice won't be heard, but if I have you join me, and they join me, and all of us say the same thing, people will listen."

Most of the kids in Children as the Peacemakers got involved with the organizaiton through their schools or through one of the peace contests the foundation sponsors, but Montandon says the foundation really belongs to everyone. "I would like the children and the adults who read about us to know that this organization belongs to them, it doesn't belong to me," she explained. "It doesn't belong to a select bunch of kids. It really belongs to the world, and anyone who wants to be a part of it is welcome to be a part of it."

With all the problems affecting kids, we wondered if peace really was an important children's issue? Olga Yakoveleva answered, "Children are the future. The adults have fulfilled their dreams; they have had their chance to live; they have had their chance to grow up, but the children haven't done what they should be able to do."

Nguyen Vu Tran Nguyen added, "People who live in a good country think that there's nothing wrong in the world. If I live in a free country, but if my neighbor is suffering then we don't have peace yet. We won't have peace until everyone has peace."

If you would like more information on Children as the Peacemakers, their address is 950 Battery St., 2nd Floor, San Francisco, Calif., 94111.

Children's Express

Why so much fighting?

Why do you think there are so many wars?

We asked the kids involved in Children as the Peacemakers to respond to that question.

Bobby Gene LanFranco, U.S.: "My feeling is that people don't try hard enough... people first try to ignore the fact that there is a problem which creates more problems."

Naho Mori, Japan: "I think war begins when people don't have patience with one another, and they think that the only solution to a problem is to beat another person and win. But there are other ways — non-violent ways — through discussion, openness and tolerance."

Nguyen Van Tran Nguyen, U.S.: "I think people don't realize the importance of human life. I think we read about so many people being killed that our hearts become callous, and we don't really care when we see people dying."

Angela Stakle, U.S.: "I think people don't really respect other people. If we want to have peace, we need friendship. If everybody's friends, then there is no war."

Olga Yakoveleva, Soviet Union: "I think there's a war because we don't know each other very well, we don't understand each other and we don't respect each other."

The In-depth story model begins below and continues on the following several pages.

YNS News Volume 4 No. 12 • April 24, 1989

Child labor violators plague the Third World -- and the United States and Canada

(YNS) - Susan Malcolm, now 18, started working at an amusement park in a suburb of Toronto when she was 14. Although labor laws in Canada limit workers under age 18 to 28 hours per week, Susan and other employees usually worked 10 to 12 hours a day, six days a week.

"It was an excessive amount of work for minimum pay," she said, but agreed to the long hours because she needed to work and her employer was one of the few who would hire a 14-year-old.

But many of Susan's young co-workers, some only 13 years old, complained about the conditions under which they were forced to work.

"Sometimes we had to stay in hot grease kitchens the size of a small walk-in closet for hours at a time," said Andrea Samuels, a 16-year-old employee of the park. "When we did get out, it was only for a half-hour break."

The exploitation of young workers is most commonly associated with developing Third World nations, where children as young as six and seven are often found working in sweatshop factories for a few cents a day.

But even in industrialized countries, such as the United States and Canada, that have child labor laws on the books, reports show a growing number of young workers are illegally employed and asked to work long hours or in dangerous conditions.

UPFRONT

[EDITOR'S NOTE: What could the exploitation of child workers in developing countries have to do with American teenagers? That's what we asked the YNS reporters who attended a forum on Third World child labor held last summer in Washington, D.C.

Their investigations into child labor laws in the United States and the conditions in which many teenagers work, led them to the surprising realization that young people here are also asked to work in unsafe, illegal conditions. Child labor laws, in many instances, are often ignored -- sometimes deliberately.

This story is a good example of how you can localize an international issue to your community or high school. YNS reporters interviewed fellow students, owners of local restaurants and retail outlets, and local or state labor representatives. For additional background, they looked at recent newspaper reports of children injured in work-related accidents and Department of Labor reports on child labor law violations. What they found made revelations of child labor exploitation in developing nations even more compelling. Suddenly, exploitative child labor was no longer a problem in a far-away country, but one in their own backyards. .

Do you know anyone who has worked in an unsafe situation? Do students you know work long hours on weeknights or without required permits? If so, do these students realize that their employers are not only ignoring state and federal laws, but exploiting teenagers?

Even non-working teens are affected by world-wide child labor. Many items for sale in North America are made by children. "Products from Indonesia and Thailand, at this point, if not made by child labor, are certainly made by exploited labor," Charles D. Gray, executive director of the AFL-CIO's Asian American Free Labor Institue told a radio interviewer in Washington, D.C. last week. "In Indonesia women in the garment factories get something like six cents for each Levi denim jacket that they sew up," he said. Since textiles must be labeled with the country of origin, checking garment labels is one way to determine if products were made by exploited workers.

For further information contact:

Rep. Donald J. Pease, 1127 Longworth, Washington, DC, 20515 - (202) 225-2472; Rep. George Miller, 2228 Rayburn, Washington, DC, 20515 - (202) 225-2095; Charles D. Gray, Executive Director of Asian American Free Labor Institute, 815 16th St. N.W., Washington, DC, 20006.]

Teen workers protected for more than 50 years

The federal Fair Labor Standards Act of 1938 established minimum standards that U.S. employers must meet when they employ workers under age 18; states can impose stricter regulations. Generally children under age 14 are prohibited from working, and there are hour and time restrictions for workers under age 16.

For example, in Illinois, students under age 16 must obtain a work permit and cannot work before 7 a.m., after 7 p.m., or more than three hours on school days. They can work up to eight hours on weekends up to 9 p.m.

The Fair Labor Standards Act also regulates the kind of work a person under age 18 may do and the type of equipment he or she may legally use. Most states do not allow minors to operate heavy equipment (such as tractors or farm machinery), work with sharp objects (such as knives or meat slicing machines), or work around hazardous chemicals or toxic fumes.

But, despite these regulations, many young people end up working in hazardous situations. One student from St. Charles High School, in St. Charles, Ill., said illegal tasks, such as working in large food storage freezers, were a regular part of his job. "You were supposed to be 16...to go in the big freezer," he said. "I'm not."

(Continued on next page)

Child labor violations

(Continued from previous page)

Another St. Charles student said he worked in a warehouse moving boxes with power-driven equipment -- in violation of federal law. Other students said they must work in poorly ventilated kitchens, on construction sites, and in other jobs that involve moving heavy boxes and shelving.

And recent reports in Washington, D.C., and Massachusetts newspapers show that not only are some teens working without permits, they are also working under illegal and perilous conditions -- endangering the lives of themselves and others. In Laurel, Md., an eigth grader severed his leg while working at a carwash. He did.not have a state work permit required for teenage workers. In East Stroudsburg, Pa., a 17-year-old was crushed inside a trash compacter while he was loading trash with another employee. And in Massachusetts, a 14-year-old illegally driving a 27-ton earth-mover ran over and killed a fellow construction worker.

Labor laws give legal power to workers

U.S. labor laws were adopted in the 1930s to protect workers from exploitation by employers. Before then both child and adult workers faced 12- and 14-hour workdays, crowded rooms with no windows or fire escapes, and no legal recourse. With federal and state laws in place, child workers gained special protection from conditions in which they might be particularly vulnerable because of their age -- heavy labor that threatens their still-soft bones and underdeveloped muscles; around equipment that requires endurance, good judgement and quick reflexes.

But those protections for children may be weakening, according to the Department of Labor's Wage and Hour Division. A recent Labor Department report to the U.S. Senate said: "the number of minors identified in violation of the Fair Labor Standards Act rose from 8,999 in 1983 to 19,077 in 1987, an increase of about 112 percent. In Massachusetts, reported violations increased about 614 percent, from 510 in 1983 to 3,639 in 1987."

In California, the plight of children of farmworkers who toil alongside their parents in the fields has gained attention with a case brought before the California State Supreme Court in 1988 -- *California Department of Industrial Relations vs. S.G. Borello & Sons*. As many as 500,000, or one-fifth of the 2.5 million farm workers, are between the ages of 14 and 17, according to a 1985 Census Bureau survey. Many began working when they were as young as 10.

Although the Fair Labor Standards Act was amended in 1966 to include farm workers, it does not protect children who work for a piece rate or children of sharecroppers. The California Supreme Court decision will determine whether the children of sharecroppers should be protected by child labor laws.

A random survey of some of the Massachusetts violations reported by the Department of Labor found a total of 846 minors working longer hours or outside the time frame allowed; 33 minors were operating hazardous machinery (such as meat slicing devices), 11 of whom suffered injuries; and two were under age 14, according to a 1988 report by Defence for Children International, a Geneva-based group working to promote and protect the rights of children.

Economics, ignorance cause exploitation

The reasons behind this recent upsurge in child labor violations are complex. Experts suggest economics is a primary factor -- both for the worker and the employer. Child labor is cheaper for the employer, who may be competing with cheap imported products or struggling to contain costs, because young people will usually work for sub-minimum wages.

And with the cost of even the most basic amenities rising, many teenagers find themselves forced to work during the school year to cover transportation, clothing and college costs. By 11th grade more than 40 percent of high school students have jobs, according to Teenage Research Unlimited, a market research firm.

In some instances, teen workers ask their employers to "bend" the law so they can work more hours than is legal. "Two people I worked with were angry when the manager started following the laws because she wouldn't give them as many hours," said Kip McFarland, 16, a 10th grader at St. Charles High School. Another young worker from St. Charles said, "I'm overworked, but the pay is good."

Ignorance of child labor laws may also play a role. There has been little recent publicity around child labor violations, and some employers claim they are not aware of the law. "I don't break child labor laws," said the manager of one retail clothing store in St. Charles, Ill., who regularly employs teenage workers. When informed of the law, she said, "nobody would hire teenagers and follow those laws. It's impractical."

Others may believe that child labor is not an issue in the United States. "From my knowledge, child labor is only a problem in Third World countries," said Delphine Rogers, 18, a student at Bennett College in Durham, N.C. "I have not heard of any other child labor problems," added Marcene Ross, 18, of Grand Rapids, Mich.

Charles Schumer, D-N.Y., a congressman from Brooklyn, N.Y., requested a Government Accounting Office study of sweatshops in New York City last year. He said he believes this "it doesn't happen here" attitude may be a key reason behind the recent increases in child labor violations.

"We just seem to feel in this country that child labor isn't a problem any longer," he said. "It's sort of like a disease for which a vaccination was found 30 years ago....The disease became virtually nonexistent, people stopped getting vaccinations, and now the disease is on the increase again."

Teens should know the labor law

Labor experts and employee representatives urge young people and employers alike to be aware of child labor laws and signs of exploitation. According to a United Nations Children's Fund paper, "Exploitation of Working Children and Street Children," definitions of exploitation include: starting full-time work at too early an age, excessive hours or excessive physical, social and psychological strains that interfere with school and other social development, inadequate pay or too much responsibility. Children should also be aware that they have legal rights to protection from dangerous work situations.

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"Kids are not aware of their rights," said Abe Peters, national representative of the United Food and Commercial Workers in Canada. Enforcing child labor laws is difficult, he said, because authorities must rely heavily on complaints and many kids are too afraid to make complaints because they aren't sure where they stand. "A lot of kids are brainwashed by their managers and a lot of employers take an attitude that 'we won't be caught, and if we are, by that time the kids will lose interest in the case or they won't be around anymore,'" Peters said.

While child labor conditions in the United States have not reached the tragic proportions found in many developing nations, experts said awareness of the issue is essential. Child labor laws were initially enacted to protect children from undue burdens, allowing them to grow and go to school without the pressure of forced hard labor.

According to the International Labour Organization, "Even helping on the family farm or earning pocket money after school is considered child labor when children are forced to lead prematurely adult lives."

This is a YNS newssharing story, based on interviews and research from YNS reporters across the United States and Canada. The following reporters contributed: Tisha Derricotte, Washington, D.C.; Andrea Chrysanthou, Toronto, Ontario; Carlen Rader, Newark, Ohio; Betsy Peoples, Greensboro, N.C.; Heidi Ladner, St. Charles, Ill. YNS Special

Experts discuss worldwide exploitation of child workers

By Ann Gynn

CLEVELAND (YNS) - At least 88 million children in this world are forced to work under circumstances detrimental to their health, according to Mike Jupp, executive director of Defence for Children International -- USA. "Actually, we have no idea of the true number."

Jupp addressed a forum of student journalists and youth advocates in Washington, D.C. on the exploitation of children and the conditions of child labor worldwide. The forum brought together experts on child labor to testify on the conditions found in Third World countries. Marcia Kunstel, a correspondent for Cox newspapers who wrote a series of articles exposing exploitative child labor, and William Cousins of UNICEF, also testified.

Jupp defined exploitative child labor as "children who have to work in excess of normal adult hours in order to maintain an existence for themselves." These children are exploited in factories, working long hours with little or no wages. "At its worst level, it is nothing more than 20th century slavery," Jupp said.

One of the problems in fighting child exploitation, said Kunstel, is that it is "a hidden phenomenon. The sweat shops are behind locked doors," she said.

Cousins called for an international response against employers found guilty of exploiting children. "We must take a position against those forms of exploitation which are really hazardous: bonded labor and prostitution," he said. "Everyone should attack the problem at every possible level, in every possible way."

Also testifying at the forum were assistants to Rep. George Miller, D-Calif., and Rep. Donald Pease, D-Ohio. Both U.S. Congressmen have planned legislation that would prohibit the importation of products found to be made in violation of international child labor laws.

"There has never been a bill specifically addressing child labor," said Bill Goold, Pease's administrative assistant for foreign affairs. "Rules of international trade have to protect human beings, especially in this case, as much as they protect property rights. One hundred and forty countries around the world ship more than 3,000 kinds of products here every year. That is a privilege, not a right. For those privileges, they must meet certain conditions."

Goold called for an international system of rules about child labor, including minimum labor standards and conduct. In the absence of that, the United States must "reserve the right to act unilaterally against what we consider unfair trade practices," Goold said.

"It is a trade issue, but it is also a human rights issue," added Gary Bland, legislative assistant to Miller.

Ann Gynn, 17, is a grade 12 student at Lakewood (Ohio) High School and bureau chief for YNS Cleveland.

Proposed federal legislation calls for ban on products made by child labor

By Tisha Derricotte

WASHINGTON (YNS) - In Bangkok, Thailand, girls as young as 12 work 15 hours a day for food scraps and a few cents pay. At night they are locked in a room to sleep.

Such stories, increasingly heard in Third World nations where cheap child labor can mean bigger profits, have sparked interest in Washington, D.C. Rep. George Miller, D-Calif., for one, has proposed The Child Labor Prevention Act of 1987, H.R. 3112, which would prohibit the importation into the United States of items made by illegal child labor. Miller's bill would allow any interested person to initiate legal action to prohibit the sale or importation of any products that were produced in violation of internationally recognized child labor rights.

The extent of the problem was dramatically reported in a 1987 series of articles published by Cox newspapers. The series profiled terrible conditions in which many children are forced to work in Third World countries.

Among the revelations the series reported:

- In 1986, 64 children, ages 13 to 15, were rescued from a mosquito net factory where they had worked 18 hours each day. The children were sold by their parents to job brokers at train stations for $80 to $160, committing each child to one year's work in the factory.

- Sarapa Nasap, age 15, worked in a toy factory in Bangkok 70 to 90 hours a week, earning six cents an hour plus room and board.

The International Labour Office, an organization that tries to improve living and working conditions of people around the world, estimates that at least 100 million children between the ages of 11 and 15 serve in the world's workforce; other groups estimate double that number. These children's employers make millions of dollars while controlling their lives, paying them virtually nothing and forcing them to work long and tiresome hours in hazardous conditions.

Many of the products they produce, from wall tapestries to cotton shirts to electronic equipment, are imported for sale in the United States.

Miller's bill, part of a foreign aid authorization bill, would also require that the U.S. State Department annually assess international child labor conditions. The bill was introduced in the 99th Congress in late 1987, but was not voted on that year.

Miller reintroduced the act the following session, but it did not come to a floor vote. He intends to introduce the bill again this year according to Daniel Weiss, a Miller staff assistant. If passed, it would be the first law to address international child labor standards.

Another Congressman, Rep. Donald Pease, D-Ohio, has drawn up The Child Labor Deterrent Act of 1989 to be proposed in early summer. Bill Goold, Pease's staff assistant said "the most we could hope for are hearings, because there will not be any major foreign trade (legislation) enacted this year." The bill would prohibit the importation of goods produced by children under the age of 14 working in industries or mining in foreign countries.

Tisha Derricotte, 18, is a first-year student at Howard University and a reporter for YNS in Washington, D.C.

Summary: Covering the global village at a glance

Many international development stories can be covered from different angles by using the five story categories described in this manual.

Take, for example, the recently proposed bill to ban U.S. import of products made with Third World child labor. You could cover the issue as a...

...News Brief by explaining what the bill proposes.

...News Event by covering the forums and hearings and other events that were held to debate the bill.

...Profile by doing a story about one of the organizations sponsoring or supporting the bill.

...Personality Portrait by interviewing a teenager who has worked in an exploitive situation. Use a description of that person's situation to give life or personality to the problem -- the issue behind the bill.

...In-depth story by combining all the techniques you would use in doing the above stories. Report all sides of the issue by researching the bill, its supporters, opponents and subjects -- the children who are exploited. Give the story an angle relevant to your audience by contrasting child labor laws in your country, state or province with those in Third World countries and or pointing out what products teenagers buy that are made by exploiting children in other parts of the world.

A student in Soweto, South Africa, studying at home by candlelight. United Nations photo 154,823

***Covering the Global Village: A Handbook for the Student Press* is a cooperative project of:**

Youth Communication

Youth Communication is a non-profit journalism education organization established in 1977. Youth Communication manages the North America-wide Youth News Service (YNS), the only news service by and about teenagers, and operates a national mentoring program for minority teenagers interested in journalism careers. Based in Washington, D.C., Youth Communication also coordinates a network of youth-run, large-circulation newspapers in cities across the United States and Canada.
Executive Director: Craig Trygstad

American Youth Work Center

The American Youth Work Center was established in 1984 as a non-governmental youth service advocacy, training and resource organization headquartered in Washington, D.C. The Center's mission is to advocate for improved community-based services to troubled adolescents worldwide and to promote contacts among human service leaders and youth workers in the United States and their counterparts in other countries. AYWC publishes Youth Work World, a newsletter about domestic and international activities in the youth work field.
Executive Director: William Treanor

Children's Express

Children's Express is the 14-year-old independent non-profit news service whose reporters and editors are children and teens. CE utilizes a unique type of oral journalism that relies on taped interviews and roundtable discussions, so the child reporters (ages 8 to 13) are not limited by their writing skills. Teen editors (ages 14 to 17) provide training, team leadership, research and support. CE is based in New York City, with news bureaus in the United States, New Zealand and Australia.
Executive Director: Bob Clampitt

Using this manual

The authors encourage the widest possible use of this manual. Feel free to reprint the stories and graphics, rewrite the stories to add a local angle, incorporate the information as background for stories of your own, contact the organizations listed in the appendix, and disseminate the information, ideas and suggestions in any way possible. The photographs are screened at 65 lines per inch, horizontal line conversion, which means they can be used as artwork directly from the manual. We'd appreciate your comments on this publication and how you've used it. Please send clips of stories or graphics that are adapted from or inspired by this manual. Also, Youth News Service welcomes international-issues story submissions.

Send comments and submissions to: Youth Communication, Global Village Manual, 2025 Pennsylvania Ave. N.W., Washington, DC 20006

"Before you finish eating breakfast this morning, you've depended on more than half the world. This is the way our universe is structured. . . . We aren't going to have peace on earth until we recognize this basic fact of the interrelated structure of all reality."

--Martin Luther King, Jr.